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ABSTRACT

THE PARTICIPANTS AT THE CONFERENCE WERE ASKED TO DEFINE AND LIST THEIR FUNCTIONS IN INDIVIDUALLY PRESCRIBED INSTRUCTION (IPI), TO STATE WHAT PREPARATION THEY HAD TO EQUIP THEM FOR THESE FUNCTIONS, TO TELL WHAT PREPARATION IS NEEDED BY TEACHERS AND ADMINISTRATORS TO BE INVOLVED IN IPI, AND TO DISCUSS PROBLEMS OF INTERACTION BETWEEN TEACHER-STUDENT, TEACHER-TEACHER, TEACHER-AIDE AND TEACHER-ADMINISTRATOR. THIS REPORT SUMMARIZES THE PROCEEDINGS OF THE CONFERENCE WITH REGARD TO THESE QUESTIONS. QUESTIONNAIRES WERE CIRCULATED TO TEACHERS AND ADMINISTRATORS. THE TABULATED RESULTS OF THESE QUESTIONNAIRES ARE PRESENTED. A LIST OF CONFERENCE PARTICIPANTS AND THE BOARD OF DIRECTORS OF RESEARCH FOR BETTER SCHOOLS, INC. (RBS) IS APPENDED. (JY)

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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ED036176

SUMMARY
of a
CONFERENCE
of
TEACHERS and ADMINISTRATORS
using the
INSTRUCTIONAL SYSTEM
INDIVIDUALLY PRESCRIBED INSTRUCTION

held at the

Sheraton Hotel

Philadelphia, Pennsylvania

February 3, 4, 5

1967

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Research for Better Schools, Inc.

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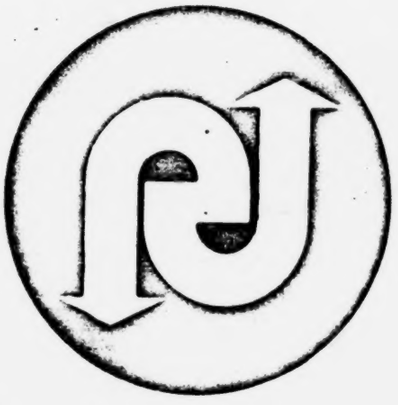

James W. Becker, Executive Director

Robert G. Scanlon, Project Director—Instructional Systems

Jo Ann Weinberger, Research Assistant

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SCHOOLS REPRESENTED

Alisal Elementary
Monterey, California
Beach Park Elementary
West Hartford, Connecticut
Boulder Creek Elementary
Monterey, California
Brentwood Elementary
Elk Grove, Illinois
Downey Elementary
Harrisburg, Pennsylvania
Grantwood Elementary
Elk Grove, Illinois
McAnnulty Elementary
Baldwin-Whitehall, Pennsylvania
Oakleaf Elementary
Baldwin-Whitehall, Pennsylvania
Project Rescue
Danbury, Connecticut
Richland Elementary
Quakertown, Pennsylvania
Washington Elementary
Trenton, New Jersey
West Elementary
Dover, Delaware

I. INTRODUCTION

A conference of teachers and administrators currently involved in the instructional system, Individually Prescribed Instruction, was held February 3, 4, 5, 1967, at the Sheraton Hotel in Philadelphia, Pennsylvania. The conference was sponsored by Research for Better Schools, Inc. of Philadelphia in cooperation with the Learning Research and Development Center of the University of Pittsburgh.

The objectives of the conference were:

(1) To encourage teachers and administrators to define and list their functions in IPI.

(2) To elicit what preparation they had to prepare them for these functions.

(3) To determine what preparation is needed by teachers and administrators to be involved in IPI.

(4) To discuss problems of interaction between teacher-student, teacher-teacher, teacher-aide and teacher-administrator. The information contained within this report is a summation of the proceedings of the conference.

II. TEACHERS' PERCEPTIONS OF THEIR ROLE IN THE INDIVIDUALLY PRESCRIBED INSTRUCTION PROJECT AND IMPLICATIONS FOR TEACHER TRAINING

Participants were asked to list functions and responsibilities in IPI that are different, new or unusual from non-IPI classes. Furthermore, the participants were asked to indicate how they were prepared for these functions and what experiences helped with these changes. Suggestions as to training procedures for new teachers who may be involved in IPI were elicited.

The functions and roles the teachers described are classified in four systems. Listed on the following page is the summation of information as noted during the conference.

Changing Roles (Teachers' Perceptions)

A. TEACHER-STUDENT RELATION

1. Teachers indicated that a transfer of responsibility from the teacher to the student takes place in IPI. The students were expected to be able to assume some responsibility for their own education.
2. Teachers have to accept the child where he is.
3. The child controls his own learning climate.
4. Teachers must be responsive to each individual child's needs.
5. Lesson plans are geared to the individual and must be very flexible for each child.
6. A knowledge of each child is needed by the teacher.
7. Peer tutoring now looms important.
8. The use of other students in the role of teacher.
9. The teacher's orientation is toward the individual and his learning problems. This creates a one-to-one relationship.
10. The teachers are more aware of gaps in student learning.

B. TEACHER-TEACHER RELATIONSHIP

1. The teacher's becoming the guide rather than a dictator.
2. The teachers find a team approach to planning is more effective. No longer are they islands unto themselves.
3. Communication with other teachers was once optional but now necessary.
4. A wider repertoire of approaches and techniques are required.

5. Teachers must have a broader knowledge of subject matter.

6. The teacher is less dominant during the actual class time.

C. TEACHER-SYSTEM RELATIONSHIP

1. The teacher is now more aware of the small steps of learning.

2. Teachers are teaching for mastery of specific subject matter.

3. Teachers must know more about the materials they intend to use.

4. The teachers are teaching a wide range of concepts during the instructional time.

5. The teachers must be able to analyze data to prepare for students.

6. The curriculum controls the teacher.

7. The interpretation of test information is more sophisticated.

8. The teachers are more alert to all aspects of teaching.

D. TEACHER-ADMINISTRATOR RELATIONSHIPS

1. Communication with administrators was once optional but now necessary.

The above listing of functions in the four broad categories represents the summation of the teachers' discussions during the conference, and indicate to them new and different roles or unusual functions that they are performing in the individualized classes.

Previous Experiences (Teachers' Perceptions)

When the teachers were asked what experiences they had to help them assume this new or unusual role, the responses tended to be in terms of past experiences in the classroom. That is, the staff relied on special projects that they had been carrying out in social studies classes, groupings used in reading situations, the use of special kinds of materials, reports, and the use of the buddy system. Most of the activities that the teachers listed in this section dealt with bright children. One of the most interesting aspects of this session was the fact that most teachers avoided the use of psychological terms and educational lingo. This kind of conversation was lacking or else minimized.

It appeared that most teachers were ashamed to use educational terminology. The conversation that replaced the old language was in terms of experience for the learners. Experiences that seem to be most important in the eyes of the teachers to get ready for IPI were previous approaches to the changing of organizational patterns of a school. For example, the teachers who had experience in team-teaching found the transfer not so difficult. Likewise, the teachers who had been involved in non-graded programs found this a helpful first step.

Suggestions for Training (Teachers' Perceptions)

Teachers suggested that a continuum could be developed for their training programs: particularly, a continuum in terms of individual differences of students and approaches to individualized instruction. They further suggested that the approaches used in IPI could be used in determining the degree of sophistication about these areas and provide a way to close gaps or weaknesses. For example, development of behavioral objectives, diagnostic instruments, materials and procedures could be applied to the IPI system for teachers. Secondly, the teachers made a strong plea for an experienced approach to get ready for Individualized Instruction. They encouraged having the same experiences as students, through the testing cycle and the prescription cycle. They want to experience the function of the clerk to have some understanding of the feed-back system. They want to work with experienced teachers very closely and serve as interns until they feel somewhat comfortable. Third, they asked that the training program not be

delayed. They encouraged less talk and more action within their local school. Involvement on the part of the staff seems to be very important. A close relationship between the actual classroom situation and their situation is necessary. They are quite concerned about how quickly this involvement takes place. Fourth, they feel that they should all start together and whatever mistakes are made, made as a school, thereby profiting by each other's mistakes. Fifth, they suggested some help in being able to diagnose strengths and weaknesses of youngsters not only in terms of procedure used in this specific system, but some specific help in how to use information in the areas of ability, achievement, etc. And lastly, they want what ever training that takes place to be involved with children. The teachers pointed out that the paradox between the problem of gearing-up to look at individual students and yet opening lines of communications to seek help from other teachers and administrators is challenging.

III. TEACHERS' PERCEPTIONS OF THE INTERACTIONS BETWEEN TEACHER-PUPIL, TEACHER-TEACHER, AND TEACHER-ADMINISTRATOR IN INDIVIDUALLY PRESCRIBED INSTRUCTION

Problem areas in teacher-pupil interaction were approached using case studies as a reference point. Examples of the generalized case studies and the solutions recommended by the teachers include:

A. A student is bogged down in a particular skill.

The first step agreed to by the teachers was a diagnosis of the stumbling block using the pre-test, worksheets, or the Curriculum Embedded Test. Second, the problem should be brought up at a planning session in order to get suggestions for different approaches or materials. Recommendations made by the team would include:

1. Small group instruction
2. Peer tutoring
3. Special tutoring by a different teacher
4. Particular manipulative materials

5. "Hold" the skill, let the child proceed to the next one, and return to it later

6. Return to the previous level and reteach

7. Assign materials by the following formula

   Small to large to small

   Large to small to large

B. A child is a non-reader

1. Teach key words

2. Play the following instructional game: have a large chart in color with key words and illustrations. The child can match small cards stating the key words with the big chart

3. Assign the child a peer who can read to him

4. Use the aides to read the directions

5. Have the child read aloud

6. Assign discs

C. A child daydreams or is bored

1. If child refuses to read, try using a tape recorder

2. Use a camera

3. Push for the post-test

4. Skip worksheets

5. Let the child write his own worksheets

6. Put the non-workers together with a teacher

7. Let him "escape" for a day and do something else

8. Take time to let him know you are interested

D. A class of children all need individual help with different skills and require immediate teacher aid

1. Ask another teacher for help
2. Tell all the children to put down their flags and help their neighbor
3. Tell the children to use manipulative devices
4. Try for more individual effort by telling them to try on their own until a teacher can help them
5. Short warm-up period before class
6. Group the children by the skills on which they are working
7. Have games and mathematics extra-work the children can do
8. Have 20% of the class have a seminar each day

The second area of discussion was the interaction between teacher-teacher. Under IPI, time is provided for this in planning sessions and, in some schools, during prescription writing time. The teachers agreed that the planning sessions should be used for reviewing the students' flow charts, discussing the children's progress and problems, and suggesting strategies. Reiterated in each group was that the teacher under this program can not remain shy and quickly learns to work as a member of a team. Since the purpose of planning sessions is to help each individual student, the teacher learns to cry "help" and to be open for suggestions from the rest of the team.

The participants in this conference were also vitally concerned about the role and relationship of teacher-aides. Ideas presented on this included:

A. The need for para-professionals to be tested for clerical ability.

B. The training which must include the expected behavior and the duties.

C. The administrator who sets up the materials center's organization should be the one to whom the aides are responsible.

D. The head aide may want to list the responsibilities of all the aides on the board each day.

Since the initiation of IPI, the relationship between teachers and administrators has been modified and unique responsibilities can be identified. These include:

A. The principal needs to be more accessible

1. To visit classrooms and pitch in and help when needed. Sometimes he may need to work as a floating teacher in the classroom or help write prescriptions if the teacher is bogged down.

2. To discuss IPI and approaches to education as well as administrative problems. The principal becomes the leader of planning sessions. This involves communicating and working with a team of teachers in deciding what needs to be accomplished and aiding the evolution of group decisions.

B. The principal needs to be familiar with and sympathetic to the program. Ramifications of this include being a strong, well organized leader and a good researcher who has the freedom to act and

1. Set up flexible scheduling and organization of the school. In scheduling, factors to be taken into account:

   a) teachers' willingness to use the time before and after school and during lunch

   b) use of floaters to relieve the teachers

   c) use of auxiliary services

2. Be aware of the teachers who want to be involved and shorten the delay between interest and implementation.

C. The principal needs to review criteria for teacher appraisal. IPI can make the appraisal more meaningful because the principal is forced to concentrate on what the teachers are doing and how well it is being done. The teachers are not sure what instruments should be used by the administration in this area.

Emphatically stated by the participants in this conference were the areas LRDC and RBS needed to pursue. These included:

A. Materials. Worksheets need to be prepared which have better directions and take into account the different types of students so that alternatives in approaches are available.

B. Objectives. Apparent gaps in the continuum need to be filled in: Particularly pre-level A and between level A and B.

C. Diagnosis. Since diagnosis is an essential element in the IPI philosophy, the teachers requested aid in defining what should be taken into account in writing prescriptions. Particular areas in question include that of maturation and ability.

D. Adopt vs. adapt. The teachers, LRDC, and RBS need to clarify which parts of the system must be adopted and which adapted.

E. Self-direction. How to measure and encourage.

F. New needs.

1. A part of teacher training should provide information on the dissemination of materials and ideas.

2. Communication between IPI schools, including Oakleaf needs to be established. The teachers want to know how different Oakleaf is and will it always remain different.

IV. A QUESTIONNAIRE WAS DISTRIBUTED TO ALL TEACHERS DURING THE SEMINAR. FOLLOWING ARE THE TABULATIONS FOR EACH QUESTION WITH BRIEF COMMENTS:

Table I. Responses to Teacher Importance

Question: The importance of the teacher under a program of Individually Prescribed Instruction is:

less than

equal to

greater than

the teacher's importance under a more conventional classroom situation.

Response Category	Number of Teachers
Less Than	2
Equal To	13
Greater Than	55
Don't Know	1
No Answer	4
Other	1
Total Responses	76*

*One respondent answered twice.

Comments (Question I)

The comments to this question did not in general specify that the teacher is more important in an IPI classroom, but rather she feels more important because of the changed focus of her role. About three-quarters of the respondents mentioned something about now dealing with individuals, individual programs, etc., as a reason for their responses to this question.

Teacher Questionnaire

Table II. Responses to Classroom Structure

Question: Individually Prescribed Instruction, as you now perceive it, is:

_____ Not as good as the usual classroom structure

_____ Different from but as good as usual classroom structure

_____ A step towards superior classroom structure

_____ The ultimate in classroom structure

_____ None of these

Response Category	Number of Teachers
Not as good	1
Different from but as good	2
A step towards superior	70
The ultimate	2
None of these	0
No Answer	1
Total Responses	76*

*One respondent answered twice.

Comments (Question II)

The respondents were in almost full agreement that IPI is a major step towards superiority in a classroom.

Teacher Questionnaire

Table III. Responses to Exchange of Ideas

Question: Which of the following statements characterizes these sessions with respect to the exchange of ideas of teachers in terms of solving common problems?

	Room A.M. Session (Check one)	Room P.M. Session (Check one)
a. Little or no opportunity to exchange ideas in terms of common problem solving by teachers.	_____	_____
b. More than I expected but not enough chance to exchange ideas in terms of common problem solving by teachers.	_____	_____
c. An appropriate amount of opportunity to exchange ideas in terms of common problem solving by teachers.	_____	_____
d. Too much chance to exchange ideas in terms of common problem solving by teachers.	_____	_____

Rating	A.M. Session Number of Teachers	P.M. Session Number of Teachers
a	8	2
b	15	15
c	49	48
d	1	3
No Answer	7	7
Total Respondents	75	75

Comment: The sessions were rated equally in 43 cases and in 13 cases one or both of the sessions was not rated.

Teacher Questionnaire

Table IV. Responses to Personal Opportunity to Participate

Question: Personally, my opportunity to participate in the

		Room A.M. Session__	Room P.M. Session__
was:	no opportunity		
	little		
	so so		
	fairly good		
	excellent		

Because: (Please comment)

Rating	A.M. Session Number of Teachers	P.M. Session Number of Teachers
a	0	0
b	4	5
c	6	6
d	19	20
e	42	41
No Answer	4	3
Total Respondents	75	75

Comment: It is apparent from reading the reasons given by the respondents to this question and the one which follows that many non-IPI respondents said that they could have responded more if they knew more about IPI.

Teacher Questionnaire

Table V. Responses Given to Specific Aspects of the Sessions

Question: The group sessions would have been better if:

a. They were held at (place) _____
b. They were held on (time) _____
c. The sessions were longer, shorter, etc.
   Because:
d. The groups were (larger, smaller, friendlier)
   Because:

A. M. Session

e. The group leader was

f. Some participants would have

g. The content

h. I had

P. M. Session

i. The group leader was

j. Some participants would have

k. The content

l. I had

Response Category	Number of * Respondents
Sessions too Short (1)	13
Friendly (2)	15
Not enough specific problems	5
Size good (3)	11
Want questions to be discussed in advance	4
Whole thing good	12
Misc.	**

* Some respondents gave multiple responses and others did not respond at all.

(1) Two respondents felt the sessions were too long.

(2) One respondent felt the morning session wasn't friendly.

(3) Two respondents felt the groups were too large.

** These are responses which were not mentioned by 4 or more respondents and include: biased toward IPI, should break up into primary, middle and upper groups, should break up into reading and arithmetic groups, breakfast service was poor, want sessions more often, should be held during school week.

NOTE: Most respondents did not answer or indicated "ok" beside the categories.

Teacher Questionnaire

Table VI. Responses to Areas of Weakness in IPI

Question: Individually Prescribed Instruction has some weaknesses that need attention. They are: (please comment)

Area of Weakness	Number of Responses[6]
1. Math worksheets[1]	61
2. Need worksheets for very bright and very slow	9
3. Reading program[2]	8
4. Other materials and related[3]	7
5. More personnel	19
6. Training of teachers and aides	14
7. Scheduling	8
8. Other organizational[4]	14
9. Administrative and cost problems once set up	10
10. Explaining IPI to parents and report cards	6
11. Teacher link with RBS and LRDC	5
12. Misc. Other[5]	11

[1] Includes: Poor directions, revisions for non-readers, refining, need more of them, do not correspond to tests, reproduced badly, confusing numbering.

[2] Includes: Revision of objectives, new study guides, better worksheets, better supplementary material.

[3] Includes: More tapes for math, revision of reading tapes, revise prescription sheets, more diagnostic materials.

[4] Includes: Better seminar structure, materials don't arrive on time, more cooperation in school, better physical set up, and diverse single comments.

[5] Includes: No time to motivate, needs evaluation, monotonous, various single comments.

[6] 13 teachers did not respond to this question.

Teacher Questionnaire

Table VII. Responses to Strengths of IPI

Question: Individually Prescribed Instruction has some good points (strengths?) As I see them they are: (please comment)

Areas of Strength	Number of Responses [7]
1. Materials [1]	51
2. Personal Development and Motivation for Children [2]	43
3. The system for children [3]	15
4. The system for teachers [4]	54
5. Personal feelings of teachers [5]	8
6. Co-operation [6]	20

[1] Includes: Individual levels, small units, frequent reinforcement, upgraded coverage of curriculum, more materials.

[2] Includes: Self evaluation, challenging, develops independence, sense of accomplishment and success, kids like it.

[3] Includes: Individual attention, self competition, peer help, more than one teacher.

[4] Includes: Goals and materials defined, more materials, more flexible, one-to-one relationship, contact with more students, free of clerical duties.

[5] Includes: Enjoy it, greater involvement, can try new ideas.

[6] Includes: Between teachers, teacher/administration, teacher/outsiders.

[7] 11 teachers did not respond to this question.

Teacher Questionnaire

Table VIII. Response to Conference Participation

Question: Would you be willing to participate in another conference somewhat like this?

Response Category	Number of Teachers
Gladly	48
Yes	19
Probably yes	5
Maybe	1
Probably not	0
No	0
Never	0
No Answer	2
Total Respondents	75

Comment (Question 8)

The conference seemed to have a four-fold purpose 1) allows teachers to feel a part of the product 2) generates enthusiasm and support for it 3) way of common problem solving 4) way of hearing new ideas. The only complaint was that there should be more small group discussions of people with common problems, led by an expert who could help in problem solving.

Teacher Questionnaire

Table IX. Response to Conference Planning

Question: Would you be willing to work on a planning committee for a conference somewhat like this?

Response Category	Number of Teachers
Gladly	27
Yes	16
Probably yes	6
Maybe	10
Probably not	4
No	5
Never	1
No Answer	6
Total Respondents	75

Comment: A majority of the teachers were enthusiastic about being involved in planning a future conference. The negative responses mostly came from those who had had little or no experience with IPI, making them feel that they were not yet ready to take on planning. However, there was common agreement among this group that once they did know more, they would be happy to participate.

THE FOLLOWING INFORMATION WAS COMPLETED BY THE ADMINISTRATORS DURING THE CONFERENCE:

Table I. Responses to Administrator Importance

Question: The importance of the administrator under a program of Individually Prescribed Instruction is:

_____ less than

_____ equal to

_____ greater than

the administrator's importance under a more conventional situation.

Response Category	Number of Administrators
Less than	0
Equal to	0
Greater than	18
Don't know	0
No answer	0
Other	0
Total Responses	18

Administrator Questionnaire

Table II. Administrators' Responses to Classroom Structure

Question: Individually Prescribed Instruction, as you now perceive it, is:

_____ not as good as the usual classroom structure

_____ different from but about as good as the usual classroom structure

_____ a step toward a superior classroom structure

_____ the ultimate in classroom structure

_____ none of these

Response Category	Number of Administrators
Not as good	0
Different from but as good	0
A step towards superior	18
The ultimate	0
None of these	0
No answer	0
Total Responses	18

Administrator Questionnaire

Table III. Responses to Exchange of Ideas of Administrators

Question: Which of the following statements characterizes these sessions with respect to the exchange of ideas of administrators in terms of solving common problems?

	A.M. Session	P.M. Session
a. Little or no opportunity to exchange ideas in terms of common problem solving by administrators.	_____	_____
b. More than I expected but not enough chance to exchange ideas in terms of common problem solving by administrators.	_____	_____
c. An appropriate amount of opportunity to exchange ideas in terms of common problem solving by administrators.	_____	_____
d. Too much chance to exchange ideas in terms of common problem solving by administrators.	_____	_____

Rating	A.M. Session Number of Administrators	P.M. Session Number of Administrators
a	0	0
b	0	0
c	15	16
d	0	0
No answer	3	2
Total Respondents	18	18

Administrator Questionnaire

Table IV. Responses to Personal Opportunity to Participate

Question: Personally, my opportunity to participate in the

was:	A.M. Session	P.M. Session
no opportunity		
little		
so so		
fairly good		
excellent		

Rating	A.M. Session Number of Administrators	P.M. Session Number of Administrators
a	0	0
b	1	2
c	0	1
d	5	4
e	11	10
No answer	1	1
Total Respondents	18	18

Administrator Questionnaire

Table V. Responses Given to Specific Aspects of the Sessions

Question: The group sessions would have been better if:

a. They were held at (place) _____

b. They were held on (time) _____

c. The sessions were longer, shorter, etc.
Because:

d. The groups were (larger, smaller, friendlier)
Because:

A.M. Session

e. The group leader was

f. Some participants would have

g. The content

h. I had

P.M. Session

i. The group leader was

j. Some participants would have

k. The content

l. I had

Response Category	Number of * Respondents
Sessions too short, - too long	2
Friendly	1
Not enough specific problems	1
Size good	2
Whole thing good	6
It was worthwhile to me	5

* Some respondents gave multiple responses and others did not respond at all.

Administrator Questionnaire

Table VI. Responses to Areas of Weakness in IPI

Question: Individually Prescribed Instruction has some weaknesses that need attention. They are: (please comment)

More adequate teacher and administrative training. Extension of the continuum. Additional paths, and modes of instruction. More adequate implementation of solving problems within the individual schools.
Numbering of continuum - not good now. More activities for work pages written into pages or program. Program is moving and many knotty problems will be resolved as in any program of research.
Numbering of materials. Cost of the program. Great amount of space needed for storage of materials.
I'm not sure this is a weakness of IPI, but such a program does need much on-going training. I'm concerned that more school systems may not have the opportunity to engage in IPI because of a lack of training, or inadequate training.
Mechanics of handling materials. Lack of provision for transition into junior high. The media needs greater variation.
Hell, you know them as well as I do, and I don't feel like taking the test.
Present material revision became too burdensome. - Maybe we initiated the program a year too early.
Difficulty of arranging planning and prescription time. Difficulty of assessing the other members of the teaching profession of the strengths of the program without a standard of evaluation to prove your points. Constant change in the program. Renumbering and rewriting the materials. One just about gets set up with one program when it has to be changed for another. It's impossible to sell the idea to the members of the board of education when you don't have definite cost figures for each pupil unit. This program requires so much of the administrators' and teachers' time that it sometimes becomes overwhelming. To overcome the attitudes of

Table VI. Responses to Areas of Weakness in IPI (Continued)

the college faculties and the members of the state education associations. It is difficult to operate the program when the top administration is oblivious to the problems inherent to its program.
Unable to comment on at present time. The cost has been the thing that has made it difficult for us to absorb.
I think the biggest problem is lack of communication - too many people are trying to solve the same problem - and all the while someone else has reached a solution. This is parenthetical because it doesn't apply only to IPI. Worksheets that need improvement. More materials and a bit more structure for independent reading - especially for children who go into it during the second semester of second grade. Some kind of streamlining. I feel we are asking trouble to deviate too much time and effort.
Problems related to materials and manipulation of time.
The advantages so far outweigh any weaknesses that it is hardly fair to list any. Most were discussed or touched upon in our discussion.
Evaluation. Materials. Storage. Junior High Transition. Teacher Evaluation. Progress evaluation of pupils.
Materials, still in need of revision. Financial problems. Lack of trained personnel.
Not in any more abundance than any other new program. Looks good to me.
An evaluation test system of its own. One that tests to the objective of IPI. An on-going teacher improvement program for: (a) IPI teachers and administrators, (b) new teachers to IPI. Pupil worksheet materials must be of better quality.
Its weakness - constant change - is its strength - It changes as the individual (all) students - teachers - principals - others, etc., the individuals who are in the program develop or outgrow need.

Administrator Questionnaire

Table VII. Responses to Strengths of IPI

Question: Individually Prescribed Instruction has some good points (strengths?). As I see them they are: (please comment)

Ability to meet individual need. Flexibility to change with the time, not 10 years later.

Improves the teacher-instruction role. Greater help to the learner. Spells out learning objectives, and consequently, makes the teaching process more satisfying for the teacher.

Teacher meeting the needs of pupil at the moment. Individual difficulty.

Promising opportunities to teach basic skills meaningfully and efficiently. Eliminates some of the psychological problems caused by graded programs. Makes possible for a teacher to truly know her students' progress in terms of the continuum. Should in eventuality resolve the problems of students making transition (from one year to another) (from one school to another). The opposite is now true. IPI causes problems in transition.

Meeting individual differences. Truly individualizes within a classroom. Allows child to succeed at own rate. Built-in diagnosis of pupil's strengths and weaknesses. Allows time for the teacher to teach. Variety of materials or lessons.

The first workable system we have had which really provides for children to advance at their own pace. A system which is particularly good to provide for the problems of the slower than average student.

Pupils are receiving individualized instruction and are interested. Teachers involved are enthused.

It's the closest we've ever come to genuine individualization. It helps children, teachers, parents become rapidly involved. It helps children become more self-motivated and self-activated. Children learn their efforts control the direction and rate of their education. The success factor is a real strength. And all of this is subjective. Ask me how I hope to prove it.

Table VII. Responses to Strengths of IPI (Continued)

Meeting needs of individual children. The child can progress at own rate. Mastery of skills. Test program. Role of teacher changed. Clerical jobs handled by para-professionals. Emphasis on self-instruction. The self control and independency of children.

The program provides for a child to move ahead without waiting for his peers. Provides for the teacher to observe the barriers to learning for individual pupils. It arranges for a one to one instructional program. The program has high standards which require mastery of information that the child must master before moving to the next level or skill.

This program makes educators begin to evaluate their other methods of teaching which have been accepted as "sacred" for years. Provides instruction to the slower learning child without stigma. The program provides for a change in the role of the teacher and administrator.

The administrator is closer to the curriculum, faculty and students. It offers individuality more than any other known program. It appears that it will break the classification of children by grades. It places more time upon the teacher and the administrator - yet it definitely has brought much happiness to those who are involved to see children make progress - and specific progress at that.

Truly beginning to individualize instruction. It's flexible; has definite stated objectives which can be met. Is changing and improving - it is not a pre-changed plan that says it can't be improved.

A real beginning in individualizing instruction. Gets the principal involved in the instructional program. Teacher focuses on the student and not the subject.

IPI offers the opportunity for concerned staff to really meet the needs of children. It allows staff to know each child and to allow that knowledge to work for the child.

Administrator Questionnaire

Table VII. Responses to Strengths of IPI (Continued)

Pinpoints individual child's weaknesses and strengths and gives history of achievement. Hit and miss of teacher evaluation more nearly solved. "Planning" required of staff. Professionalizes staff, in that dignity of profession is more keenly felt. Children's attitudes toward self, work and school are on more acceptable level. Appropriate to teacher and interpretation is better.

Something of importance is being attempted to focus attention on the problems of individualizing instruction. Human and material resources are being utilized.

Administrator Questionnaire

Table VIII. Response to Conference Participation

Question: Would you be willing to participate in another conference somewhat like this?

_____ gladly
_____ yes
_____ probably yes
_____ maybe
_____ probably not
_____ no
_____ never

Response Category	Number of Administrators
Gladly	16
Yes	1
Probably yes	0
Maybe	0
Probably not	0
No	0
Never	0
No answer	0
Total Respondents	17 *

* One respondent answered "gladly" and "yes"

Administrator Questionnaire

Table IX. Response to Conference Planning

Question: Would you be willing to work on a planning committee for a conference somewhat like this?

_____ gladly

_____ yes

_____ probably yes

_____ maybe

_____ probably not

_____ no

_____ never

Response Category	Number of Administrators
Gladly	11
Yes	2
Probably yes	0
Maybe	3
Probably not	2
No	0
Never	0
No answer	0
Total Respondents	18

V. THE FOLLOWING PARTICIPANTS ATTENDED THE CONFERENCE

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MONTEREY, CALIFORNIA

Jay Cobb
Heloise Spence

BEACH PARK ELEMENTARY SCHOOL
WEST HARTFORD, CONNECTICUT

Marian Sanford
Penny Travers
Richard Strout

BOULDER CREEK ELEMENTARY SCHOOL
MONTEREY, CALIFORNIA

Jim Lang
Dave Scroggins

BRENTWOOD ELEMENTARY SCHOOL
ELK GROVE, ILLINOIS

Harold Hoeksma
Tom Powers
Ethan Janove

DOWNEY ELEMENTARY SCHOOL
HARRISBURG, PENNSYLVANIA

Elizabeth Angley
Miriam Harper
Helene Broome
Nancy Lapham
Doris Christensen
Cornelia Minnick
Carolyn Dillon
Hal Studer
Ronald Dixon
Ruth Todd
Helen Falcone

GRANTWOOD ELEMENTARY SCHOOL
ELK GROVE, ILLINOIS

Nicole Bouxsein
Catherin Maun

LEARNING RESEARCH AND DEVELOPMENT CENTER

John O. Bolvin
Joseph Lipson

McANNULTY ELEMENTARY SCHOOL
BALDWIN-WHITEHALL, PENNSYLVANIA

Marilyn Anderson
Shirley Lettrick
Joseph Bruni
Janet McKeever
Jane Clark
Joy Menge
Veraldine Daly
Judy Morgan
Jane Dumm
Kathryn Quattrone
John Gorsin
Rosemary Santoro
John Grogan
John Sheffler
Ernie Harrison
Helen Slone
Shirley Jones
Patricia Upstill
Ethel Klein
Dorothy Walsh
Suzanne Leiter

OAKLEAF ELEMENTARY SCHOOL
BALDWIN-WHITEHALL, PENNSYLVANIA

Charles Barnhart
Ernie Harrison
Mary Brown
James Johnson
Donald Deep
John Kirk
Dorothea Dierken
Sally Sheffler

PROJECT RESCUE
DANBURY, CONNECTICUT

Richard Rauch
Joseph Sanchez

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Isabell Exton
Dolores Boyer
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Eleanor Carton
Joyce Lewis
Helen DeLia
Theresea Venanzi
Renee du Shane
Irene Waldren

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DOVER, DELAWARE

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Theresea Holmes
Ann Caffey
Hank Papiernik
Rita Cohen
Adele Schmick
Cynthia David
Lillian Sockum
Barbara Edgar
Betty Wagner
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